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ABSTRACT

The District Facilitator Project assists local schools in improving their programs by disseminating information about Developer/Demonstrator projects and other resources of the National Diffusion Network; by helping schools identify their needs and select appropriate programs; by providing technical assistance and training for schools installing a new program; and by providing assistance for exceptional projects to be validated for inclusion in the National Diffusion Network. The District Facilitator Project uses a five step process: (1) awareness; (2) interest; (3) pilot adoption; (4) evaluation; and (5) adoption/adaptation. During the 1979-80 school year, the District Facilitator Project held eight awareness sessions covering eighteen projects and four training sessions on ten projects for teachers and administrators in the District of Columbia. Twenty different projects were adopted and technical assistance and post-adoption monitoring were provided. Evaluation results indicated that the District Facilitator Project was successful. (MK)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

DISTRICT FACILITATOR PROJECT

E. S. E. A. TITLE IV-C

Final Evaluation Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FEBRUARY 1981

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

DISTRICT FACILITATOR PROJECT

Final Report

1979-1980

Prepared by
Division of Research, Planning and Evaluation

1979-1980

DISTRICT FACILITATOR PROJECT

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SUMMARY AND FINDINGS

Title

District Facilitator Project

Project Director

Susan Williams

Project Location

Project headquarters are located at the Edmonds-Peabody School, 9th and D Streets, N.E. Programs under this project are located in schools in all the regions of the District of Columbia Public Schools.

Target Population

Teachers and administrators of the District of Columbia Public Schools and the District of Columbia Non-Public Schools

Background

The District Facilitator Project works through a Department of Education system called the National Diffusion Network which introduces nationally validated projects to local school districts. The project began in the District during the 1977-78 school year, with 1978-79 being the first full year of its operation.

Description of the Program

In cooperation with Developer/Demonstrator projects and local schools, the District Facilitator Project provides services to interested teachers and administrators through a five-step process consisting of: (1) Awareness; (2) Interest; (3) Pilot adoption; (4) Evaluation; and (5) Adoption/Adaption. The school or region may apply through the District Facilitator Project for mini-grants to cover the cost of training and materials.

The District Facilitator also acts as a resource person for excellent original projects in the District of Columbia that might be eligible for national validation and inclusion in the National Diffusion Network.

Primary Functions

A. To disseminate information about Developer/Demonstrator (D/D) projects and other resources of the National Diffusion Network (NDN) including services that can be provided by the District Facilitator Project

B. To assist schools in identifying their needs and in selecting an appropriate D/D program

C. To arrange for D/D training for those schools that elect to adopt programs

D. To provide technical assistance to schools while they are installing a new program

E. To provide encouragement and technical assistance for exceptional original projects in the District of Columbia to be validated for inclusion in the National Diffusion Network

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools.

Findings

1. Two hundred and sixty-seven District of Columbia public and non-public school personnel attended eight awareness sessions covering 18 different projects.

2. Fourteen local training sessions were held dealing with 10 different programs, potentially benefiting an estimated 8,270 students.

3. All projects in operation were preceded by a process of the District Facilitator and school personnel working jointly to identify needs, to examine the range of possible programs, and to select the most appropriate program(s).

4. There are 269 adoptions of 20 different programs presently in operation at individual schools or regionwide.

5. The results of the analysis of the extent to which services were provided show that representation at training sessions as well as projects in operation include all regions, all levels, and both public and non-public schools.

6. Technical assistance has been provided by both the District Facilitator and the Developer/Demonstrators.

7. At least 93% of the Developer/Demonstrators use some form of post-adoption monitoring with project personnel in the District of Columbia.

8. Developer/Demonstrators are generally satisfied with their post-adoption monitoring which frequently takes the form of mail or telephone contacts and mainly occurs in the range of 2 to 4 times per year.

9. Developer/Demonstrators from around the country had high praise for the District Facilitator.

10. Technical assistance and encouragement have been given to seven original District Projects seeking national validation through the Joint Dissemination Review Panel, one of which successfully went through the process and three others of which are collecting data to apply.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the DISTRICT FACILITATOR PROJECT (DFP) is to assist local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school district around the country. The DFP provides coordination and technical assistance, services that help to assure successful implementation in the new location.

Need - Dynamic changes in the techniques and technology of education make it difficult for local school districts to keep abreast of the best current practices. The DFP provides the mechanisms by which the District of Columbia meets this need by helping the District's public and non-public schools to adopt exemplary educational programs.

History - Planning for the project began with part of the funding coming from the Department of Education through a system called the National Diffusion Network which has been in operation since 1974 to promote the application of nationally validated (Developer/Demonstrator) projects to local school districts. The original proposal for the District of Columbia Public Schools was written by the Network of Innovative Schools in January, 1977. Funding under the National Diffusion Network provided for a part-time director who began working in October, 1977. Title IV-C funding increased the position to full time as of December, 1977. From January to May, 1978, six awareness sessions and two training sessions were held in the District. During 1978-79, 22 awareness sessions and 31 training sessions were held. The project continued during the 1979-80 year with similar goals. The project director has also been encouraging exceptional projects in the District to work toward national validation.

Description of the Project

District Facilitator Project services are available to all of the District of Columbia public and non-public schools.

In cooperation with Developer/Demonstrator projects and local schools, the DFP leads interested teachers and administrators through a five-step process. The steps are: (1) Awareness; (2) Interest; (3) Pilot adoption; (4) Evaluation; and (5) Adoption/Adaption. Services include awareness workshops; needs assessment; in-service training; on-site consultation with on-going technical assistance during the pilot adoption phase; and follow-up assistance. When an appropriate program has been selected, a Title IV-C minigrant proposal is submitted to the District Facilitator requesting financial assistance.

When an exemplary project is installed it is called an adoption. Local schools and regions may apply for Title IV-C minigrants to cover the cost of training and materials. The average adoption cost per project in the District of Columbia Public Schools is $1,200.

Technical assistance is also offered to locally developed projects that have potential for national validation.

Stated Primary Functions

Primary Function A: To disseminate information about Developer/Demonstrator (D/D) projects and other resources of the National Diffusion Network (NDN) including services that can be provided by the District Facilitator Project

Primary Function B: To assist schools in identifying their needs and in selecting an appropriate D/D program

Primary Function C: To arrange for D/D training for those schools that elect to adopt programs

Primary Function D: To provide technical assistance to schools while they are installing a new program

Primary Function E: To provide encouragement and technical assistance for exceptional original projects in the District of Columbia to be validated for inclusion in the National Diffusion Network

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING, AND IMPLEMENTATION (PMI) EVALUATION MODEL FOR DECISION MAKING

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools. The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each of the primary functions. (See Appendix A.)

RESULTS

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function A: To disseminate information about Developer/Demonstrator (D/D) projects and other resources of the National Diffusion Network (NDN) including services that can be provided by the District Facilitator Project

INPUTS

INTENDED	MONITORING	OBSERVED
1. Developer/Demonstrators available to participate in awareness conferences	Agreement	1. Developer/Demonstrators have been available for all awareness conferences held.
2. Brochures and other printed information (awareness material) on Developer/Demonstrator projects	Agreement	2. Awareness Material is available for those interested in the D/D projects.
3. Space to display information on D/D projects	Agreement	3. Sufficient and adequate space is provided for displaying D/D materials.
4. Space to hold awareness sessions	Agreement	4. Sufficient and adequate space is available for the awareness sessions.
5. NDN funds to cover expenses of awareness sessions	Agreement	5. Funding has been provided by NDN to cover the expenses of the awareness sessions.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function A: To disseminate information about Developer/Demonstrator (D/D) projects and other resources of the National Diffusion Network (NDN) including services that can be provided by the District Facilitator Project

PROCESSES

INTENDED	MONITORING	OBSERVED
1. The District Facilitator will notify all schools in the District (public, Archdiocesan and independent) about upcoming Awareness Sessions.	Agreement	1. All schools have been notified of Awareness Sessions.
2. The District Facilitator will set up and make all arrangements for the Awareness Sessions.	Agreement	2. The District Facilitator has arranged all Awareness Sessions.
3. The Developer/Demonstrators will present their projects, respond to questions from potential adopters, and distribute awareness materials.	Agreement	3. Developer/Demonstrators did share their projects with interested school personnel at the awareness sessions.
4. The District Facilitator will submit vouchers for payment of D/D expenses.	Agreement	4. The District Facilitator had taken care of the monetary arrangements for Developer/Demonstrators involved in the awareness sessions.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function A: To disseminate information about Developer/Demonstrator (D/D) projects and other resources of the National Diffusion Network (NDN) including services that can be provided by the District Facilitator Project

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that at least 6 Awareness Sessions will have been held by the end of the school year.	Agreement	1. During the 1979-80 year 267 District of Columbia public and non-public school personnel attended eight Awareness Sessions presenting 18 different Developer/Demonstrator projects. (See Appendix B.)
2. Records will show that at least 50% of the projects demonstrated at the Awareness Sessions were followed up with Training Sessions and adoptions.	Agreement	2. During the 1979-80 year, 14 local training sessions were held dealing with 10 different programs, and potentially benefiting an estimated 8,270 students. (See Appendix C.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function A: To disseminate information about Developer/Demonstrator (D/D) projects and other resources of the National Diffusion Network (NDN) including services that can be provided by the District Facilitator Project

OBSERVED INPUTS/OBSERVED PROCESSES

Developer/Demonstrators were available for awareness conferences held. Awareness material such as brochures and other printed information has been provided to interested personnel. Sufficient and adequate space is available for displaying materials and holding awareness sessions. Funding has been provided by NDN to cover expenses of the awareness sessions. The resources and materials were compatible with the processes leading to dissemination of information about resources of the National Diffusion Network.

OBSERVED PROCESSES/OBSERVED OUTCOMES

All public, Archdiocesan, and independent schools in the District of Columbia were notified about each awareness session. The District Facilitator made arrangements for the awareness sessions and for paying the presenters. The D/D's shared their projects at the sessions. Eight awareness sessions were held as planned, presenting 18 different projects, and were attended by 267 District of Columbia public and non-public school personnel.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function A: To disseminate information about Developer/Demonstrator (D/D) projects and other resources of the National Diffusion Network (NDN) including services that can be provided by the District Facilitator Project

ANALYSES/CONCLUSIONS/IMPLICATIONS

The objective of disseminating information about Developer/Demonstrator projects was met. There were no discrepancies between intended inputs, processes and outcomes and their observed counterparts. The awareness sessions and other information distribution procedures were followed up with 14 local training sessions dealing with 10 different programs and potentially benefiting an estimated 8,270 students. Thus, it may be concluded that the dissemination efforts accomplished their purpose, and that the District Facilitator Project is an effective way of letting D.C. school personnel know about the opportunities for improving programs that are available to them.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function B: To assist schools in identifying their needs and in selecting an appropriate D/D program

INPUTS

INTENDED	MONITORING	OBSERVED
1. Needs assessment survey form	Agreement	1. A form was available for preliminary assessment of District needs.
2. Developer/Demonstrators available to help assess suitability of their programs to local needs	Agreement	2. When needed, Developer/Demonstrators were on hand to help determine the suitability of their programs for potential adopters.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function B: To assist schools in identifying their needs and in selecting an appropriate D/D program

PROCESSES

INTENDED	MONITORING	OBSERVED
1. The District Facilitator will discuss priorities with school and regional personnel.	Agreement	1. The District Facilitator worked with personnel from schools and from regional offices, to help them arrange their priorities and determine which of their instructional and management needs were most important.
2. The District Facilitator will examine with school and regional personnel, the range of possible programs.	Agreement	2. The District Facilitator provided school and regional personnel with information concerning programs which might fit their needs.
3. The District Facilitator will assist school and district personnel in selecting appropriate programs.	Agreement	3. The District Facilitator helped school and regional personnel to match their needs to appropriate NDN programs.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function B: To assist schools in identifying their needs and in selecting an appropriate D/D program

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that the District Facilitator met with personnel from all interested regional offices and schools (public, private, and parochial) in the District of Columbia to assist them in identifying their needs and selecting appropriate programs.	Agreement	1. Information provided by the District Facilitator showed that all projects in operation were preceded by a process of the District Facilitator and school personnel working jointly to: (1) identify priorities using a needs assessment survey form; (2) examine the range of possible programs; (3) select the most appropriate program(s).

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function B: To assist schools in identifying their needs and in selecting an appropriate D/D program.

OBSERVED INPUTS/OBSERVED PROCESSES

A needs assessment survey form helped school personnel to identify their priorities Developer/Demonstrators were available to help assess the suitability of their programs to local needs. The survey form and availability of the D/D's led to the process of th District Facilitator's working with the school personnel on needs identification and pr gram selection.

OBSERVED PROCESSES/OBSERVED OUTCOMES

All projects in operation were preceded by a joint process of the District Facilitator and school personnel working together to identify priorities, examine the range of possible programs and select the most appropriate one(s). The District Facilitator worked with personnel from schools and from regional offices, to help them identify their needs and match them with appropriate NDN programs.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function B: To assist schools in identifying their needs and in selecting an appropriate D/D program

ANALYSES/CONCLUSIONS/IMPLICATIONS

The objective of assisting schools in identifying their needs and in selecting an appropriate D/D program was met. There were no discrepancies between intended inputs, processes and outcomes and their observed counterparts. The needs assessment survey, further clarification and priority-setting of needs, examination of the range of possible programs, and the matching of needs to programs were followed up with 14 local training sessions dealing with 10 different programs. Thus, it may be concluded that the identification and selection processes were successful, and that the District Facilitator Project is an effective way of helping schools in the District select projects that meet their needs.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function C: To arrange for D/D training for those schools that elect to adopt programs

INPUTS

INTENDED	MONITORING	OBSERVED
1. Space to hold training sessions	Agreement	1. There is sufficient/adequate space for training.
2. Developer/Demonstrators available to train personnel wanting to adopt programs	Agreement	2. When programs are deemed suitable for adoption, there are Developer/ Demonstrators to participate in the training.
3. Adoption materials	Agreement	3. The procedure for obtaining adoption materials has been established. The materials were made available to interested personnel after their minigrant proposals were processed.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function C: To arrange for D/D training for those schools that elect to adopt programs

PROCESSES

INTENDED	MONITORING	OBSERVED
1. The District Facilitator will set up and arrange training sessions.	Agreement	1. The District Facilitator arranged for training sessions for projects scheduled to be adopted.
2. Potential adopters will identify a contact person, help in preparing a minigrant proposal and apply for financial assistance	Agreement	2. Potential adopters worked on proposals which were submitted 3/28/80. Contact people were identified.
3. Developer/Demonstrators will provide training which may occur at the D/D site, at the proposed adoption site, or both.	Agreement	3. Training took place after the proposals were processed.
4. Teachers, administrators and other adopter personnel will participate in the training	Agreement	4. Adopter personnel participated in the training which took place after the proposals were processed.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function C: To arrange for D/D training for those schools that elect to adopt programs

OUTCOMES		
INTENDED	MONITORING	OBSERVED
1. Records will show that by September 30, 1980, all planned training sessions will have been held.	Agreement	1. During the 1979-80 year, 14 local training sessions were held dealing with 10 different programs. Some of the sessions were attended by more than one school, region or group. In addition to the new programs, previously adopted programs continue to operate. There are 269 adoptions of 20 different programs in operation at individual schools and regionwide. (See Appendix D.) Representation at training sessions as well as projects in operation include all regions. (See Appendix E.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function C: To arrange for D/D training for those schools that elect to adopt programs

OBSERVED INPUTS/OBSERVED PROCESSES

Sufficient and adequate space was available for holding training sessions. Developer/Demonstrators participated in the training. The procedure for obtaining adoption materials was established and the materials were made available to interested personnel after proposals were processed.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The District Facilitator arranged for the training sessions and helped interested adopters prepare minigrant proposals and applications for financial assistance. Developer/Demonstrators provided the training. One contact person was identified from each adoption group. After proposals were processed, teachers, administrators and other adopter personnel participated in the training. During the 1979-80 year, 14 local training sessions were held dealing with 10 different programs.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other schools districts around the country

Primary Function C: To arrange for D/D training for those schools that elect to adopt programs

ANALYSES/CONCLUSIONS/IMPLICATIONS

The objective of arranging for D/D training for those schools that elect to adopt programs was met. There were no discrepancies between intended inputs, processes and outcomes, and their observed counterparts. Potential adopters wrote proposals, contact people were identified, and the District Facilitator arranged for the training sessions presented by the Developer/Demonstrators; teachers, administrators and other adopter personnel participated in the 14 local training sessions. Some of the sessions were held by more than one school, region, or group. There are presently 269 adoptions of 20 different programs in the District. Thus, the District Facilitator project is an efficient way of training District personnel to adopt exemplary projects that have proven successful in other school districts around the country.

DECISIONS

This report will be forwarded to the Project Director, School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function D: To provide technical assistance to schools while they are installing a new program

INPUTS

INTENDED	MONITORING	OBSERVED
1. Released time for adopters when required	Agreement	1. Arrangements were made to allow adopters to have released time by providing funds for substitutes.
2. Developer/Demonstrators available to provide technical assistance to adopters	Agreement	2. Arrangements were made with Developer/Demonstrators for them to provide technical assistance to adopters of their programs.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function D: To provide technical assistance to schools while they are installing a new program

PROCESSES

INTENDED	MONITORING	OBSERVED
1. The District Facilitator will provide technical assistance to adopters.	Agreement	1. The District Facilitator provided technical assistance to on-going projects or arranged for D/D's to provide it, wherever possible. This procedure continued with new adopters.
2. Developer/Demonstrators will provide technical assistance on request.	Agreement	2. After participating in the training of adopters, the D/D's provided additional technical assistance on request. This procedure continued with new adopters.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function D: To provide technical assistance to schools while they are installing a new program

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that the District Facilitator and/or the D/D responded to requests for technical assistance when it was asked for by the adopters.	Agreement	1. Information provided by the District Facilitator showed that requested technical assistance was provided to adopters.
2. A survey of D/D's will show that at least 90% of them have attempted some form of post-adoption monitoring.	Agreement	2. A post-adoption monitoring questionnaire showed that at least 93% of the D/D's used some form of post-adoption monitoring, the most common being mail or telephone contacts 2 to 4 times per year. In general they were satisfied with the process as well as their relationship with the District Facilitator. (See Appendixes F and G.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function D: To provide technical assistance to schools while they are installing a new program

OBSERVED INPUTS/OBSERVED PROCESSES

Arrangements were made for adopters to have released time when required. Developer/Demonstrators and the District Facilitator were available to provide technical assistance to the program adopters. Records showed that technical assistance was provided, and continued to be provided, both by the District Facilitator and the Developer/Demonstrators.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The District Facilitator provided or arranged for technical assistance to ongoing and new projects. Developer/Demonstrators participated in the training of adopters and generally continued in contact with them, either in person, by letter or by telephone.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function D: To provide technical assistance to schools while they are installing a new program

ANALYSES/CONCLUSIONS/IMPLICATIONS

The objective of providing technical assistance to schools while they are installing a new program has been met. There were no discrepancies between intended inputs, processes, and outcomes and their observed counterparts. The District Facilitator and the Developer/Demonstrators did provide service. The Developer/Demonstrators were satisfied with their monitoring process and with their relationship with the District Facilitator. Thus, this phase of the project is meeting a need in assisting local schools to improve their programs.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function E: To provide encouragement and technical assistance for exceptional original projects in the District of Columbia to be validated for inclusion in the National Diffusion Network

INPUTS

INTENDED	MONITORING	OBSERVED
1. Materials about NDN projects including copies of The Idea Book	Agreement	1. NDN materials are located in the District Facilitator's office area.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function E: To provide encouragement and technical assistance for exceptional original projects in the District of Columbia to be validated for inclusion in the National Diffusion Network

PROCESSES

INTENDED	MONITORING	OBSERVED
1. The District Facilitator will provide NDN potentials with materials and information concerning the procedures for JDRP approval.	Agreement	1. The District Facilitator sent all interested projects a copy of The Idea Book, and arranged for them to talk to people who are involved in or knowledgeable about the Joint Dissemination Review Panel (JDRP).
2. The District Facilitator will attend planning sessions of NDN potentials when possible.	Agreement	2. The District Facilitator attended planning sessions of NDN potentials.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function E: To provide encouragement and technical assistance for exceptional original projects in the District of Columbia to be validated for inclusion in the National Diffusion Network

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that project personnel have been motivated to consider preparing for validation as demonstrated by requests for technical assistance and the holding of planning meetings.	Agreement	1. During the 1979-80 year, the District Facilitator has provided technical assistance to four Title IV-C Projects, one Title IV-B Project, an ESAA Career Development Project and to individuals from the Mitchell Fillmore Art Center. Three of the four Title IV-C Projects are collecting data for a validation submission. The ESAA Career Development project successfully went through validation.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function E: To provide encouragement and technical assistance for exceptional original projects in the District of Columbia to be validated for inclusion in the National Diffusion Network

OBSERVED INPUTS/OBSERVED PROCESSES

The Idea Book and other materials about NDN projects are located in the District Facilitator's office area. This information is useful to projects in the District of Columbia seeking validation for inclusion in the National Diffusion Network and was provided to personnel who showed an interest.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The District Facilitator sent information to potential validation projects, arranged for them to talk to people knowledgeable about the JDRP process, and attended planning sessions. Information was given to four Title IV-C projects, one Title IV-B, an ESAA Career Development and personnel from an art center.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To assist the local schools to improve their programs by linking them with exemplary projects that have been proven successful in other school districts around the country

Primary Function E: To provide encouragement and technical assistance for exceptional original projects in the District of Columbia to be validated for inclusion in the National Diffusion Network

ANALYSES/CONCLUSIONS/IMPLICATIONS

Primary Function E, encouraging and providing technical assistance to original projects that seek national validation, has been accomplished. There were no discrepancies between intended inputs, processes and outcomes and their observed counterparts. Technical assistance and encouragement was offered to six projects, one of which went through the validation process and three of which are collecting data to do so. Thus, the District Facilitator Project is a good central source for information concerning national validation.

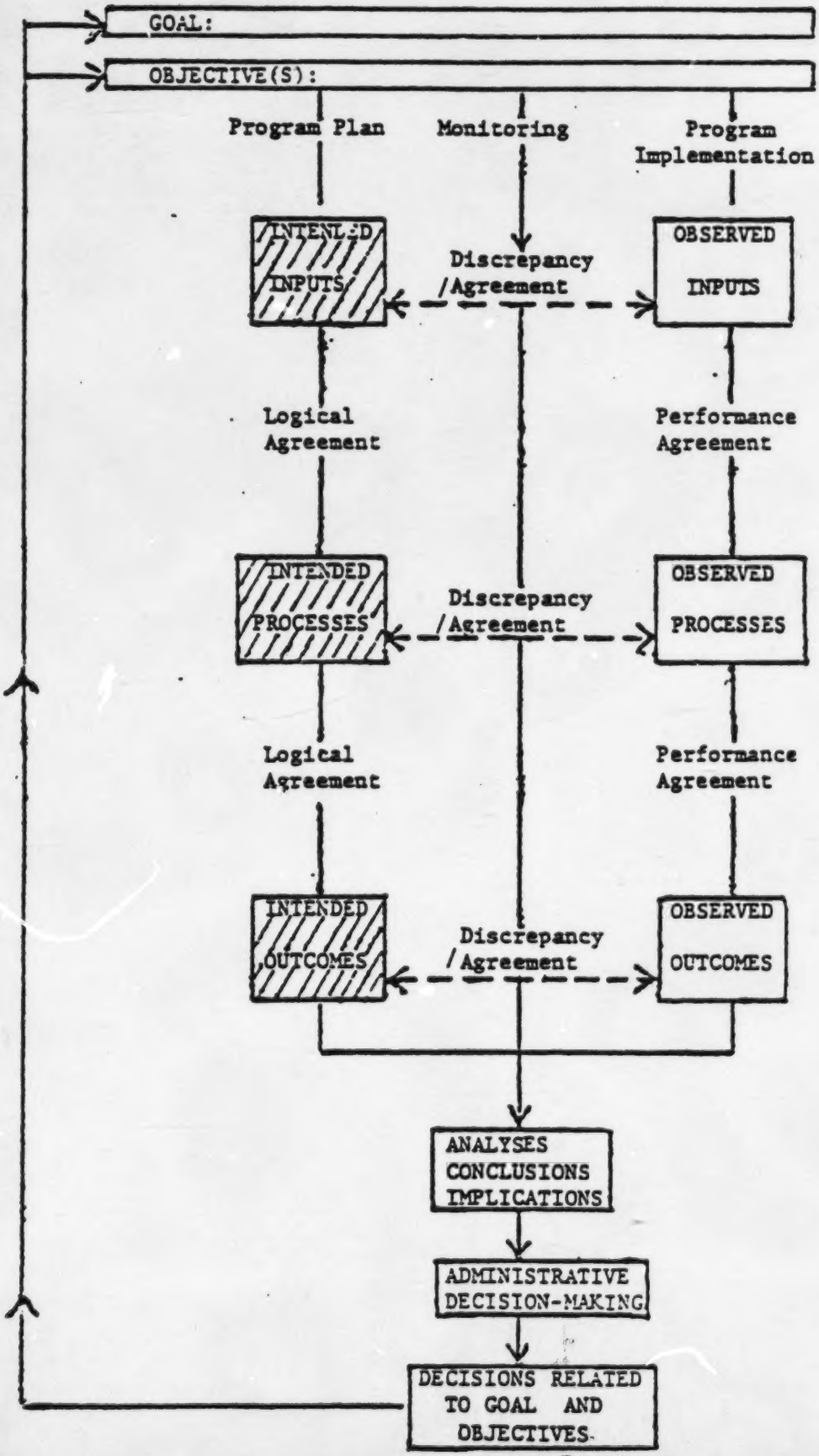
DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

APPENDIX A

Evaluation Model Schematic

EVALUATION MODEL SCHEMATIC



APPENDIX B

District Facilitator Project
Awareness Sessions Held

District Facilitator Project
Awareness Sessions Held

Dates	NDN Projects	No. Participants
7/9/79	Urban Arts	34
9/20/79	Talents Unlimited*	31
11/19/79	Dale Avenue Early Childhood Program	4
11/27/79	Critical Analysis and Thinking Skills*	47
	Diversified Educational Experiences Program*	
	Institute for Political/Legal Education*	
2/6/80	Oklahoma Child Service Demonstration Project	48
	Precision Teaching Project	
	Rutland Center for Developmental Therapy	
	Project Success for the SLD Child	
2/26/80	Individualized Language Arts*	79
	ISIS	
	Pegasus Pace	
	Project STAMM*	
	TGT	
	Vocational Reading Power in Content Areas*	
5/21/80	PATL	16
6/13/80	Precision Teaching Project	8
	Total	267

* Projects that were adopted after Awareness Session

APPENDIX C

Training Sessions

Training Sessions

Dates	Developer/Demonstrator	School/Region	Estimated No. of Students Benefiting
9/25-26/79	Cope	Peabody St. Paul & St. Augustine Maury	210
9/28-29/79	STAMM	Region I (7 schools)	840
11/13-14/79	STAMM	Region III (10 schools)	660
11/15-16/79	Talents Unlimited	Region II (2 schools) Region IV (1 school) Annunciations school	500
11/28-29/79	Early Prevention of School Failure	J.O. Wilson Archdiocese of Washington (11 schools)	3,000
2/7-8/80	Early Prevention of School Failure	Archdiocese of Washington (10 schools)	500
3/20-21/80	VRP	Mackin	900
5/12-14/80	IPLE	CBC Center	240
5/14-16/80	Dayton Follow Through	Impact Aid	
5/27-29/80	Rutland Center	Region V	40
6/18-20/80	VRP	Wilson S.H.S.	200
6/23-25/80	VRP	Coolidge S.H.S.	700
6/23-25/80	Diversified Educational Experiences Program (DEEP)	CBC Center	330
6/26-27/80	CATS	CBC Center	150

APPENDIX D

Programs in Operation

Programs in Operation

Name of Project or Developer/Demonstrator	School/Region
1. Alphaphonics	Janney Impact Aid Pre-Kindergarten Program Region VI
2. COPE	Maury Peabody St. Paul and Augustine
3. CSMP Math	Oyster Peabody
4. Dale Avenue Early Childhood Education Project	Wheatley Impact Aid Pre-Kindergarten Program Holy Name School St. Peter's School
5. DEEP	Region IV St. Cecilia's School
6. Early Prevention of School Failure	Ludlow-Taylor Impact Aid Pre-Kindergarten Program Archdiocese of Washington
7. Exemplary Center for Reading Instruction	Region I CBC Center
8. Individualized Language Arts	Region VI
9. IPLE	CBC Center
10. Media Now	Fletcher-Johnson
11. Oklahoma Child Service Demonstration Project	Region II Region III
12. Pegasus Pace	Region V
13. Perception +	Region II Region IV
14. Precision Teaching Project	Clark Region II Region III

Name of Project or Developer/Demonstrator	School/Region
15. Right to Read	Wilson, J.H.S. Region III
16. Rutland Center Developmental Therapy Model	Region VI
17. School Volunteer Development Project	D.C. Public Schools
18. STAMM	Woodson S.H.S. Region I Region III Region V
19. Talents Unlimited	Peabody Region II Region IV Annunciation School Holy Name School
20. VRP: Reading Power in the Content Areas	Coolidge S.H.S. Region II Mackin S.H.S.

APPENDIX E

Representation at District Facilitator
Training Sessions
and of Projects in Operation

Representation of Groups at District Facilitator Training Sessions by Region and Grade Level 1979-80

Grade Level	Region I	II	III	IV	V	VI	All Region	Non Public	Total
Elementary				3				2	5
Secondary		1				1		1	3
All Levels	1	1	1	1	1	1	4	2	12
Total	1	2	1	4	1	2	4	5	20

Representation of District Facliltator Projects in Operation by Region and Grade Level 1979-80

Grade Level	Region I	II	III	IV	V	VI	All Region	Non Public	Total
Elementary	6	13	6	13	1	16		24	79
Secondary	9	6	9	5	8	1	6	3	47
All Levels			10			31	102		143
Total	15	19	25	18	9	48	108	27	269

APPENDIX F

District Facilitator Post-Adoption Monitoring Questionnaire

Post-Adoption Monitoring Questionnaire for the District Facilitator Project

Developer/Demonstrator: _____ Date: _____

Name of Trainer: _____

Dates of Training Visits _____

Schools Involved in Adoption(s): _____

1. In the post-adoption monitoring phase, what methods have you used to make and maintain contact with adopters? Please check all that apply.

_____ a. Mail
_____ b. Telephone
_____ c. On-site meetings
_____ d. On-site observations
_____ e. Off-site conference
_____ f. None
_____ g. Other - Please explain _____

_____

_____

2. In the post-adoption monitoring phase, what methods have you found to be most effective in establishing and maintaining good working relationships with adopters? Please check all that apply.

_____ a. Mail
_____ b. Telephone
_____ c. On-site meetings
_____ d. On-site observations
_____ e. Off-site conference
_____ f. None
_____ g. Other - Please explain _____

_____

_____

3. In the post-adoption monitoring phase, what methods have you found to be most effective in establishing and maintaining fidelity of an adoption? Please check all that apply.

_____ a. Mail
_____ b. Telephone
_____ c. On-site meetings
_____ d. On-site observations
_____ e. Off-site conference
_____ f. None
_____ g. Other - Please explain _____

_____

_____

4. During the post-adoption monitoring phase, how often have you been in touch with the adopters? Please check the one that most closely applies.

_____ a. Not at all
_____ b. One
_____ c. Two to four
_____ d. Five or more

5. Rate your satisfaction with your post-adoption monitoring activities in given you information in each of the following areas:

	Very Satisfied	Satisfied	Neutral	Dissat-isfied	Very Dissatisfied
A. Essential Project Components					
B. Teacher Behaviors					
C. Student Behaviors					
D. Materials					
E. Scheduling					
F. Evaluation					
G. Other					

If "Other" please give examples _____

_____

_____

_____

6. Rate your satisfaction with the post-adoption working relationship between the District Facilitator and the Developer/Demonstrator.

Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied

7a. Do you feel that the post-adoption monitoring functions of the District Facilitator and the Developer/Demonstrator duplicate each other?

____Yes ____No

b. If yes, please give examples. _____

_____

_____

8a. Have there been areas of the post-adoption monitoring functions that you feel neither the District Facilitator nor the Developer/Demonstrator had examined?

_____Yes _____No

b. If yes, please give examples. _____

_____

_____

9a. Do you feel there are ways in which the District Facilitator - Developer/ Demonstrator coordination can be strengthened?

_____Yes _____No

b. If yes, please give examples. _____

_____

_____

_____

_____

10. Comments _____

_____

_____

_____

_____

Please return by: _____

to: Marcia McBeath, Ph.D

Director, Title IV-C Evaluation Unit

Division of Research and Evaluation

D. C. Public Schools
Room 1013
415 12th Street, N.W.
Washington, D. C. 20004

APPENDIX G

Results of the Post-Adoption Monitoring Questionnaire

Analysis of the Post-Adoption Monitoring Questionnaire - The questionnaire was sent to Developer/Demonstrators (D/D) throughout the United States asking nine questions about their post-adoption monitoring activities. Results were based on the responses of 15 D/D's that have monitored projects installed in District schools.

Questions 1, 2, and 3 asked about the method of contact used by the D/D's to establish and maintain good working relationship with adopters and to establish and maintain a faithful adoption of their project. Respondents were asked to check all modes that they had used. Results can be seen in Table I.

TABLE I

Effectiveness of Contacts Used by Developer/ Demonstrators in Post-Adoption Monitoring

Method of Contact	Frequency of Use		Most Effective for Working Relationship*		Most Effective for Faithful Adoption*	
	Number	Percent	Number	Percent	Number	Percent
Mail	11	73%	8	53%	2	13%
Telephone	14	93%	10	67%	5	33%
On-Site Meetings	9	60%	13	87%	9	60%
On-Site Observations	9	60%	10	67%	9	60%
Off-Site Conference	1	7%	2	13%	0	-
None	1	7%	1	7%	1	7%
Other	3	20%	4	27%	6	40%

* Multiple responses were possible

From the data presented above it can be seen that the most frequently cited method of maintaining contact with adopters was by telephone. Mail contact included monthly reports sent from individual sites to Developer/Demonstrators. One Developer/Demonstrator reported that assistance could not be supplied because the D/D project had not been refunded.

The method checked most often as being most effective in establishing and maintaining good working relationships with adopters was on-site meetings. Respondents also mentioned workshops and assistance with teacher requests as other methods of achieving this purpose.

The methods indicated by D/D's to be most effective in establishing and maintaining a faithful or accurate adoption were on-site meetings and observations. Also mentioned were consortium meetings, leadership conferences, pre- and post-testing, monthly progress reports, and technical assistance in the form of additional workshops.

Question 4 asked how often Developer/Demonstrators had been in contact with adopters. Results are presented in Table II.

TABLE II

Frequency of Developer/Demonstrator Contact With Adopters

Frequency of Contact	Number	Percent
Not at all	1	7%
One	1	7%
2-4	8	57%
5 or more	4	29%

Most Developer/Demonstrators were in contact with adopters from 2 to 4 times during the school year.

Question 5 asked Developer/Demonstrators to rate their satisfaction with post-adoption monitoring activities in providing information in specific areas. Results are presented in Table III.

TABLE III

Satisfaction With Post-Adoption Monitoring Activities

	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
	No.	%	No.	%	No.	%	No.	%	No.	%
*A. Essential Project	6	50%	5	42%	0	-	0	-	1	8%
B. Teacher Behaviors	4	33%	6	50%	1	8%	0	-	1	8%
C. Student Behaviors	2	17%	4	33%	5	42%	0	-	1	8%
D. Materials	3	27%	7	64%	0	-	0	-	1	9%
*E. Scheduling	2	17%	7	58%	2	17%	0	-	1	8%
F. Evaluation	3	27%	4	36%	2	18%	1	9%	1	9%
G. Other	3	75%	1	25%	0	-	0	-	0	-

* Categories A-C and E based on 12 replies; D and F on 11 replies; G on 4 replies

From Table III it can be seen that Developer/Demonstrators were satisfied with their post-adoption monitoring activities in providing information in specific areas. Comments under "Other" indicated that additional areas of satisfaction included local commitment to the adoption of a program; organization of follow-up activities; and the opportunities provided by the District Facilitator. Areas of Developer/Demonstrator dissatisfaction included materials reaching training sites late; slow implementation of an adoption and on-site visits scheduled too soon after training to be of benefit.

The post-adoption working relationship betweeen the District Facilitator and the Developer/Demonstrator was the focus of question 6. Respondents were asked to rate their satisfaction with that relationship on a five point Likert scale ranging from "Very satisfied" to "Very dissatisfied." Ninety-three percent of the respondents indicated that they were very satisfied with their working relationship with the District Facilitator. One respondent added a category "extremely satisfied" and described the District Facilitator as being among the best informed and most interested of State Facilitators.

In order to assess the different responsibilities of the District Facilitator and Developer/Demonstrators during the monitoring phase, question 7 asked if their functions duplicated each other. Ninety-two percent reported that their respective functions did not duplicate each other. One Developer/Demonstrator reported that evaluation and information forms sometimes had to be filled out by both parties.

Question 8 asked if there had been areas of the post-adoption monitoring phase that neither the District Facilitator nor the Developer/Demonstrators had examined. Sixty-four percent of the respondents reported no. Examples given by the 4 (36%) Developer/Demonstrators who checked yes, included the lack of student impact data; the need for more on-site observation by the District Facilitator or Developer/Demonstrator; the need for continued training; monitoring key classroom teachers; and developing classroom demonstrations during the monitoring phase.

Question 9 asked if there were ways that the District Facilitator - Developer/Demonstrator coordination could be strengthened. Eight (73%) D/D's responded no and 3 (27%) responded yes. Four did not respond to this item. Among the suggestions for strengthening cooperation were development of a detailed monitoring checklist; a clear statement of the terms of an adoption including assignment of responsibilities; and more cooperation from school personnel. Those respondents who felt that there already existed a cooperative relationship cited the District Facilitator's effectiveness, cooperation, and close contact with projects as strengths.

Asked for their comments in question 10, most Developer/Demonstrators were complimentary to the District Facilitator. Responses included:

---Excellent cooperation with the District Facilitator

---Outstanding Facilitator- among the 40 states where I work, she would rate in the "top five" Facilitators

---All State Facilitators should function with the same sincerity, cooperation, and efficiency as the District Facilitator

---Susan Williams is doing an outstanding job of facilitating the adoption.